

**FORM 3**

**ENGLISH  
LISTENING COMPREHENSION**

**Teacher's Paper**

**Instructions for the conduct of the Listening Comprehension Examination**

The teacher should instruct the candidates to answer the questions on the paper provided. The following procedure for reading the Listening Comprehension passage is to be explained to the candidates immediately before proceeding with the examination.

*You have been given a sheet containing the Listening Comprehension questions. I shall first read through the questions and then read the passage at normal reading speed. You may take notes on the blank sheet provided during the reading. After this reading there will be a pause of another three minutes to allow you to answer some of the questions. The passage will be read a second time and you may take further notes and answer the rest of the questions. After this second reading you will be given a further three minutes for a final revision of answers.*

- a. 3 minutes - Teacher reads out the questions
- b. 3 minutes - First reading aloud of passage while students take notes
- c. 3 minutes - Students may answer questions
- d. 3 minutes - Second reading of passage and possibility of answering questions
- e. 3 minutes - Final revision

**FORM 3**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

*Listen to this news report about how young people are helping the elderly.*

For most of us, email, Facebook, Amazon and eBay are part of everyday life. But for millions of older people, they could be from another planet. In the UK, 5.7 million people over the age of 65 don't know how to use the internet. Now, a UK charity has set up a project to teach older people how to get online.

The internet can be very useful for older people. If you can't get out of the house, online shopping and banking are a great help. If you can't get to a bookshop or a library, the internet can be your link to the things you love to read. And if your children and grandchildren live far away, email, Facebook and Skype are wonderful ways to keep in touch.

'AGE UK' is asking younger computer users to teach older people how to use modern communications technology. For these young people, using the computer is easy and natural, in fact they are often called "digital champions". In one project, pupils from a London school taught older people during their lunch break. Other older people went to classes at libraries or community centres to be taught by the "digital champions".

The charity encourages young people to offer help to older people they may know like grandparents, relatives or neighbours. The experience can be rewarding for the young person as well as the elderly person they help. One of the school pupils who took part said, "It felt like a good way to spend my time. At the end I didn't know whether to be sad that I was no longer going to see them or happy that they had actually learnt how to use the internet."

**FORM 3**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**1. Tick (✓) the correct answer.**

1 mark [    ]

The passage is about:

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | a) the popularity of the internet.             |
| <input type="checkbox"/> | b) online shopping.                            |
| <input type="checkbox"/> | c) helping elderly people to use the internet. |
| <input type="checkbox"/> | d) the charity that helps young people.        |

**2. Indicate whether the following are TRUE (T) or FALSE (F).**

4 x 1 mark = 4 marks [    ]

		<b>T</b>	<b>F</b>
<b>a.</b>	“Age UK” is a British charity.		
<b>b.</b>	The elderly are being forced to go to school again.		
<b>c.</b>	The young people who help are rewarded by the charity.		
<b>d.</b>	Some young people taught the elderly how to use the internet during their lunch break.		

**3. Mention TWO ways how the internet could be of help to elderly people.**

2 marks [    ]

- a.** \_\_\_\_\_
- b.** \_\_\_\_\_

**4. Who are the “digital champions”?**

1 mark [    ]

\_\_\_\_\_

**5. Complete the following:**

2 marks [    ]

The young man who helped the elderly was sad because \_\_\_\_\_

\_\_\_\_\_

But he was happy because \_\_\_\_\_

**FORM 3**

**ENGLISH  
READING COMPREHENSION**

**SECTION B**

**20 MARKS**

**Read the following passages carefully and then answer the questions on the main paper.**

**PASSAGE A**

**NEW AT HAWAII SCHOOLS – SURFING LESSONS**

***In Hawaii, people think of surfing the waves first and not the internet!***

(Paragraph 1) High school students in Hawaii will soon be able to choose surfing for their sports lessons. The state where surfing first started, wants to give all its 50,000 school students the chance to take part in surfing competitions between schools by the summer of 2013.

(Paragraph 2) At a news conference on Waikiki beach, Hawaii governor Neil Abercrombie said: “It’s quite clear, when you think of Hawaii, you think of surfing. The sport is rooted in our culture and way of life.” Putting surfing on school timetables was part of the state’s goal to give children rich educational opportunities, he added. Schools hope that by promoting surfing they will get children who don’t like baseball, basketball and football interested in doing sport.

(Paragraph 3) Hawaii is known for its world-class surf competitions. It is home to many professional surfers and has produced several world champions including Hawaii’s Carissa Moore. This summer she became the youngest world champion at 18. Carissa said that giving surfing lessons at schools would “open doors for a lot of students”. She said that sport taught her many life lessons in growing up, such as hard work, perseverance, and time management.

(Paragraph 4) “Surfing and riding a wave is so much like life,” she said. “You fall down over and over again, but you keep picking yourself up until you ride on all the way to the beach. It’s a way to channel a lot of energy into something positive. It’s just really awesome.”

(Paragraph 5) However, surfing is not just exciting, it can be very dangerous. Earlier this year the Hawaiian surfer Sion Milosky drowned at Mavericks in California. And in September, the champion surfer Mathie Schiller was killed by a shark.



**PASSAGE B**

**Read this short biography of a famous windsurfer and answer the questions on the paper.**

**Robert Naish**

Robert Staunton Naish, born April 23, 1963 in La Jolla, San Diego, California, is one of the first athletes to have gained long-lasting international fame in the sport of windsurfing.

At a young age, his father, competitive surfer and surfboard shaper Rick Naish, moved the family from California to Kailua, on the Hawaiian island of Oahu. It was there, at the age of 11, that Robby took up the new sport of windsurfing. In 1976, he won the first overall World Championship title, at the age of 13, beating many adult competitors whose experience and maturity were no match for his exceptional talent.

Competing as an amateur, he went on to win successive World Championship titles from 1977 to 1979. Naish won the Overall World Champion title in 1983 to 1987, and the Wave World Champion title in 1988, 1989 and 1991. He was renowned for his 'Table Top' and 'Forward Loop' surfing moves.

As an international sports celebrity, Naish has been featured in numerous films, videos, news reports and articles. In 2006, thirty years after his first World Champion title, he set up his own business, selling windsurfing equipment all over the world.



FORM 3

ENGLISH

TIME: 2 hours

Name: \_\_\_\_\_

Class: \_\_\_\_\_

MARKS			
Listening Compr.	Oral Assessment	Written Paper	Total

SECTION A – LANGUAGE

20 marks

A. Fill in the blanks using the correct form of *make* or *do*.

(½ mark x 8 = 4 marks)

Amanda <sup>0</sup> made her bed, dressed and brushed her hair. She rushed to the kitchen, where she had breakfast and <sup>1</sup> \_\_\_\_\_ the washing up. She remembered that she had to <sup>2</sup> \_\_\_\_\_ a reservation at her favourite restaurant for the weekend. After <sup>3</sup> \_\_\_\_\_ the phone call, she drove off to the gym. Amanda had started <sup>4</sup> \_\_\_\_\_ karate just a few weeks before and she enjoyed going before work. At the gym she had even <sup>5</sup> \_\_\_\_\_ new friends. When she got to work, she felt tired but <sup>6</sup> \_\_\_\_\_ her best as usual. As soon as she started working, she realised that she had <sup>7</sup> \_\_\_\_\_ a mistake in one of her documents so she corrected it. Then she <sup>8</sup> \_\_\_\_\_ up her mind to call her friend Mary to wish her a happy birthday.

B. Read the following and underline the correct link word. The first one is an example.

(½ mark x 10 = 5 marks)

Summer was great, <sup>0</sup> (so / because / after) I didn't want to go back to school in September. <sup>1</sup> (First / At first / Because), I was quite unhappy but after a few weeks I was feeling much better. <sup>2</sup> (and / so / because) I realised how much I enjoy my classmates' company. What's more, we've had some interesting lessons. One of my favourite lessons is <sup>3</sup> (when / before / after) our teacher asks us to discuss a topic in groups. <sup>4</sup> (After / For example / Also), the other day we talked about exams. <sup>5</sup> (But / Also / First), we read an article about exams, then <sup>6</sup> (while / and / but) my group was discussing the problems caused by exams, the other group discussed the advantages. <sup>7</sup> (Following / So / Next), we chose a reporter for our group. <sup>8</sup> (Despite / Though / For) I didn't really feel like speaking in front of the whole class, my friends made me do it. <sup>9</sup> (Before / After / During) this I used to feel very afraid, <sup>10</sup> (since / now / also) I am more confident.

C. Complete the letter that Rose wrote using the words in the box. (½ mark x 10)

back always postcard kind next call dropping fun take leave **packed**

Dear Ken,

Well, I've <sup>0</sup> **packed** my things and I'm just about ready to <sup>1</sup> \_\_\_\_\_. I had this list of things to do before going, but everything will have to wait now until I'm <sup>2</sup> \_\_\_\_\_.

I think you have the phone number of the place where I'll be staying for the <sup>3</sup> \_\_\_\_\_ few weeks, so <sup>4</sup> \_\_\_\_\_ me if there are any problems. It was <sup>5</sup> \_\_\_\_\_ of you to offer to drive me to the airport, but my brother who works in that area will be <sup>6</sup> \_\_\_\_\_ me off there.

Have a good summer yourself and <sup>7</sup> \_\_\_\_\_ some time off from work. You're <sup>8</sup> \_\_\_\_\_ working while your friends are off somewhere having <sup>9</sup> \_\_\_\_\_.

I'll be sending you a <sup>10</sup> \_\_\_\_\_ soon,

Love,  
Rose

D. Fill in the following story with the correct form of the verbs given. (½ mark x 12 = 6 marks)

Jack's parents <sup>0</sup> **bought** (buy) him a new bicycle to ride to school. They <sup>1</sup> \_\_\_\_\_ (tell) him to take a lock for the bicycle because they <sup>2</sup> \_\_\_\_\_ (not want) anyone to steal it. On the first day, they <sup>3</sup> \_\_\_\_\_ (remind) him to take the lock to school. But, unfortunately Jack was very forgetful, so he <sup>4</sup> \_\_\_\_\_ (not take) the lock with him. When he <sup>5</sup> \_\_\_\_\_ (arrive) at school, he <sup>6</sup> \_\_\_\_\_ (leave) the bicycle outside the classroom.

After the day's lessons, Jack expected his brand new bike to be there. But it wasn't! Someone <sup>7</sup> \_\_\_\_\_ (take) it. His friends helped him to look for it, but they <sup>8</sup> \_\_\_\_\_ (not, can) find it. They persuaded him to call the police and to tell his parents what had happened. Now, his parents <sup>9</sup> \_\_\_\_\_ (be) annoyed with Jack because they kept reminding him to use the lock. At present Jack <sup>10</sup> \_\_\_\_\_ (be) not allowed to take anything new to school. For the last few days, he <sup>11</sup> \_\_\_\_\_ (walk) to school and so he <sup>12</sup> \_\_\_\_\_ (have) a lot of time to think about his mistake



## SECTION B – COMPREHENSION

20 marks

### PASSAGE A

Read the passage which is on a separate sheet, and then answer the questions below.

1. **Underline the correct answer.**

(2 marks)

I. The passage is about:

- a. surfing competitions in Hawaii.
- b. the popularity of sports in Hawaiian schools.
- c. the introduction of surfing in all Hawaiian schools.
- d. the world champion in surfing competitions.

II. This passage could be found in:

- a. a teenage magazine.
- b. a novel.
- c. a newspaper.
- d. a biography.

2. Write **TRUE** or **FALSE** in the space provided and give a reason from the text to support your answer. (1 mark x 4 = 4 marks)

**Example: Surfing is an important sports in Hawaii.**

**True When you think of Hawaii, surfing is the first thing that comes to mind.**

a. The state will give some Hawaiian school students the opportunity to take part in surfing competitions.

\_\_\_\_\_

b. Schools want students who don't like football and basketball to become interested in sports.

\_\_\_\_\_

c. Carissa Moore is from Hawaii.

\_\_\_\_\_

d. Surfing is an exciting and safe sports.

\_\_\_\_\_

3. Why did the Hawaiian state decide to put surfing on students' timetables?

(1 mark)

\_\_\_\_\_


\_\_\_\_\_



4. Carissa says that surfing would “open doors for a lot of students” (paragraph 3). What does she mean?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Mention THREE things that Carissa learnt from surfing. (1½ marks)  
 \_\_\_\_\_
6. Find words from the passage which have the same meaning as: (1½ marks)
  - a. aim (paragraph 2): \_\_\_\_\_
  - b. encouraging (paragraph 2): \_\_\_\_\_
  - c. a person who practises the sport as his/her main job (paragraph 3): \_\_\_\_\_
7. Quote a sentence to show why Carissa thinks that life is similar to surfing. (2 marks)  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Mention TWO dangerous things that could happen while surfing. (2 marks)
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_

## PASSAGE B

Read the passage about Robert Naish’s life which is on a separate sheet then fill in the details in his profile below. (5 marks)

<b>Name:</b>	<u>Robert Naish</u>	
<b>Date of Birth:</b>	_____	
<b>Born in:</b>	_____	
<b>Grew up in:</b>	_____	
<b>Famous for:</b>	_____	
<b>Age when career started:</b>	_____	
<b>Age when he became World Champion:</b>	_____	
<b>1983 – 1987</b>	_____	
<b>1988, 1989, 1991</b>	_____	
<b>Famous surfing moves:</b>	_____	
<b>2006:</b>	_____	

SECTION C - LITERATURE

20 marks

ANSWER EITHER THE UNPREPARED POEM OR THE POETRY QUESTIONS.

10 marks

UNPREPARED POEM

**What is Pink?**

By Christina Rossetti



What is pink? A **rose** is pink  
By the fountain's brink.

What is red? A **poppy**'s red  
In its barley bed.

What is blue? The sky is blue  
Where the clouds float through.

What is white? A **swan** is white  
Sailing in the light.

What is yellow? **Pears** are yellow,  
Rich and ripe and mellow.

What is green? The grass is green,  
With small flowers between.

What is violet? **Clouds** are violet  
In the summer twilight.

What is **orange**? Why, an orange,  
Just an orange!



Underline the correct answer in questions 1 and 2.

(2 marks)

1. This poem
  - a. is about the countryside.
  - b. makes us think about the colours around us.
  - c. makes us think about our lives.
  - d. is about the poet's problems and questions.
2. This poem
  - a. is very sad.
  - b. is a kind of protest.
  - c. is quite cheerful and light.
  - d. is heavy with problems.
3. Quote TWO pairs of rhyming words.

(2 marks)

\_\_\_\_\_

4. Quote one question asked in this poem. (1 mark)  
\_\_\_\_\_
5. Which kind of words does the poet repeat twice? (1 mark)  
\_\_\_\_\_
6. How does the poet help us imagine the colours? (2 marks)  
\_\_\_\_\_  
\_\_\_\_\_
7. Why is the ending amusing? (2 marks)  
\_\_\_\_\_  
\_\_\_\_\_

**OR**

**10 marks**

**POEM DONE IN CLASS**

**Answer the following questions about a poem you have studied in class with your teacher.**

- Title:** \_\_\_\_\_ (1 mark)
- Poet:** \_\_\_\_\_ (1 mark)

1. Say what kind of poem this is and what you like most about it. (3 marks)

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2. Briefly say what the poem is about. (3 marks)

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3. What message or special ideas does this poem have?

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**PROSE/DRAMA**

**ANSWER THIS SECTION**

**10 marks**

**Answer the following questions about a novel, short story or play you have studied with your teacher this scholastic year.**

**Title:** \_\_\_\_\_

(1 mark)

**Author:** \_\_\_\_\_

(1 mark)

Choose an episode, write about it and say why it is important in the novel, short story or play.

(4 marks)

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Who is your favourite character? Mention an important episode about him/her and say why you chose to write about this character.

(4 marks)

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## SECTION D – COMPOSITION

**Choose ONE of the following topics and write a composition, between 150 and 200 words.**

1. The last day of school.
2. Your best friend has been ill for some time. **Write a letter** to tell her/him about what has been happening at school and try to cheer her/him up.  
*Your address is: 27, Dairy Road, Mosta – MST 25*
3. Write a story for your school magazine called: A Special Pet.
4. Complete the following:  
*I was on my way back from school last week when something unusual happened...*

[illegible]